

# Texas Education Agency Standard Application System (SAS)

## 2018-2019 Texas Education for Homeless Children and Youth

<b>Program authority:</b>	McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX, Part A, of the Every Student Succeeds Act	<b>FOR TEA USE ONLY</b> Write NOGA ID here:
<b>Grant Period:</b>	September 1, 2018, to August 31, 2019	
<b>Application deadline:</b>	5:00 p.m. Central Time, April 3, 2018	Place date stamp here.
<b>Submittal information:</b>	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	
<b>Contact information:</b>	Cal Lopez; <a href="mailto:HomelessEducation@tea.texas.gov">HomelessEducation@tea.texas.gov</a> , (512) 463-9414	

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### Schedule #1—General Information

#### Part 1: Applicant Information

Organization name	County-District #	Amendment #
El Paso Independent School District	El Paso-071902	
Vendor ID #	ESC Region #	DUNS #
1746000769	19	079841979
Mailing address	City	State ZIP Code
6631 Boeing Dr.	El Paso	TX 79925-1086
<b>Primary Contact</b>		
First name	M.I.	Last name Title
Daniel	F	Vasquez Fund Development & Partnership
Telephone #	Email address	FAX #
915-230-2348	<a href="mailto:dfvasquez@episd.org">dfvasquez@episd.org</a>	915-230-3097
<b>Secondary Contact</b>		
First name	M.I.	Last name Title
Claudia	N	Oliva Grant Writer
Telephone #	Email address	FAX #
915-230-2346	<a href="mailto:cnoliva@episd.org">cnoliva@episd.org</a>	915-230-3097

#### Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

#### Authorized Official:

First name	M.I.	Last name	Title
Juan	E	Cabrera	Superintendent
Telephone #	Email address		
915-230-2577	<a href="mailto:superintendent@episd.org">superintendent@episd.org</a>		
Signature (blue ink preferred)	Date signed		

2/28/18

*Only the legally responsible party may sign this application.*

**Schedule #1—General Information**

County-district number or vendor ID: El Paso-071902

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: El Paso-071902

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <a href="#">General and Fiscal Guidelines</a> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <a href="#">General Provisions and Assurances</a> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <a href="#">Debarment and Suspension Certification</a> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <a href="#">Lobbying Certification</a> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with Every Student Succeeds Act Provisions and Assurances requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: El Paso-071902

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that all homeless children and unaccompanied youth have equal access to the same free, appropriate public education, including a public prekindergarten programs in accordance with TEC 29.153, as provided to other children and youth.
4.	The applicant provides assurance that it will review and revise any policies that may act as barriers to the identification, enrollment and retention of homeless children and unaccompanied youth; including policies related to outstanding fees, fines, absences, proof of residency, immunizations, birth certificates, guardianships, school records, transportation and other documentation.
5.	The applicant provides assurance that it will provide access to educational and other services needed for homeless children and unaccompanied youth, to ensure that such children and youth have an opportunity to meet the same challenging state academic standards to which all students are held.
6.	The applicant provides assurance that the use of subgrant funds will comply with section 722(g)(3) through (7) of the McKinney-Vento Homeless Assistance Act.
7.	The applicant provides assurance that all homeless children and unaccompanied youth receive prompt and appropriate placement in programs such as: Special Education, Career and Technical, Gifted and Talented, and Bilingual/ESL Education.
8.	The applicant provides assurance that all data requests from TEA and any entity acting on the behalf of TEA are accurately and promptly reported.
9.	The applicant provides assurance that midyear and end of year performance evaluation reports are submitted for each year grant funds are received.
10.	The applicant provides assurance that it will collaborate with district stakeholders to implement and monitor early warning academic interventions, to ensure on time promotion and graduation for homeless children and unaccompanied youth.
11.	The applicant provides assurance that collaboration will occur with the homeless liaison and district stakeholders for proper identification and coding of homeless children and unaccompanied youth.
12.	The applicant provides assurance that services provided by grant funds will not replace regular academic programs.
13.	The applicant provides assurance that all identified and enrolled homeless children and unaccompanied youth are accurately reported in TSDS PEIMS in a timely manner.
14.	The applicant provides assurance of collaboration with local social service agencies to provide support services and community resources for homeless children, unaccompanied youth and their families.
15.	The applicant provides assurance that all homeless children and unaccompanied youth receive free meals and transportation to the school of origin, when requested by the parent, guardian, or unaccompanied youth, if it is deemed in the best interest of the student.
16.	The applicant provides assurance that performance and fiscal monitoring reports are submitted for each year grant funds are received.
17.	The applicant provides assurance that it will remove barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs.

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By TEA staff person:

- |     |                                                                                                                                        |
|-----|----------------------------------------------------------------------------------------------------------------------------------------|
| 18. | The applicant provides assurance that at least one person affiliated with the management of this grant will attend required trainings. |
|-----|----------------------------------------------------------------------------------------------------------------------------------------|

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**Schedule #3—Certification of Shared Services**

County-district number or vendor ID: El Paso-071902

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Fiscal Agent</b>				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name	Signature	Email address	
<b>Member Districts</b>				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name	Signature	Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name	Signature	Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name	Signature	Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name	Signature	Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name	Signature	Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name	Signature	Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name	Signature	Email address	

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**Schedule #3—Certification of Shared Services (cont.)**

County-district number or vendor ID: El Paso-071902

Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Member Districts</b>				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name	Signature	Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name	Signature	Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name	Signature	Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name	Signature	Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name	Signature	Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name	Signature	Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name	Signature	Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name	Signature	Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name	Signature	Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name	Signature	Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name	Signature	Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name	Signature	Email address	
<b>Grand total:</b>				

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By TEA staff person:

**Schedule #4—Request for Amendment**

County-district number or vendor ID: El Paso-071902

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	<a href="#">Indirect cost</a> ( %):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID: El Paso-071902

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #5—Program Executive Summary**

County-district number or vendor ID: El Paso-071902

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

With a focus on three priority areas, EPISD conducted a comprehensive needs assessment targeted at identifying gaps in culture, climate, and instruction (service delivery) for homeless students. The assessment was done to gauge programmatic alignment with EPISD Strategic Priorities and Board goals. This included a survey of counselors at elementary, middle, and high school, as well as high school Graduation Coaches to determine the needs of homeless students and unaccompanied youth. Community based organizations, members of the area's continuum of care and partners who serve and support area homeless students were included in these surveys. These surveys were the basis for creating the enclosed strategic plan and program.

This strategic plan intends to remove barriers for homeless students and unaccompanied youth and improve academic engagement and overall academic progress for homeless students. EPISD is currently in its last year of the Texas Support for Homeless Education Program (TEXSHEP) grant program that provides funding and program activities geared to homeless students. The Department of Student Retention and Truancy Prevention received the State of Texas, Office of Governor Truancy Prevention grant program that assists in monitoring the attendance of at-risk students, including homelessness. Both grant funded programs, set out to provide specialized intervention plans for these students whether it be attendance or academic. These programs allow EPISD to assess the needs of homeless students. Through the provided intervention plans, campus counselors, graduation coaches, and District Lead Counselors in partnership with the District's Social Worker collaborate to ensure that an academic plan is created for homeless students in order to guarantee homeless students do not lose credit. Title I funding provides after-school tutoring at various local shelters within EPISD boundaries, tutors travel to assist students with their academic needs. Title I funds support student's transportation for school of origin. These current funding programs allow the Social Worker to commit his/her efforts to ensuring that each homeless student is given the opportunity to succeed in school.

This program application is designed to align current undertakings that address the academic, personal and social/emotional needs of homeless students in EPISD with new undertakings that will increase and improve student performance, engagement and outcomes for EPISD's homeless student population. To accomplish this end, EPISD will prioritize homeless identification and continue its partnership with area homeless service providing agencies in the continuum of care to strengthen the service delivery to those students in need. EPISD will participate in meetings throughout the year with the El Paso Coalition for the Homeless and its member agencies, which creates awareness of the duties of the District's Social Worker. The El Paso Coalition for the Homeless facilitates meetings regularly with the school districts and agencies to discuss identification, enrollment, and services to students experiencing homelessness. Through various meetings with the El Paso Coalition for the Homeless, the Social Worker is able to inform service providers and advocate for collaboration in identifying and enrolling students. The meetings include large group general membership meetings and small group planning meetings with shelter and/or agency staff. For the identification for individual students, the Social Worker is also able to access the Homeless Management Information System (HMIS) through the El Paso Coalition for the Homeless network of shelters to identify if students are currently receiving housing or services from agencies in the continuum of care, which utilize HMIS.

The identification and enrollment of homeless students and unaccompanied youth is performed at the campus level on an on-going basis. The continuous efforts of campus counselors and graduation coaches, allows the proposed funds to serve these students by making available the necessary means or services as outlined in the proposed project. The educational services offered by the district (Dual Language, High school options, etc.) will create the opportunity for homeless and unaccompanied youth to feel engaged and challenged in school, while removing barriers, which have historically limited their opportunities for success. Additionally, counselors and other identified staff (i.e. Graduation Coaches) will notify the parents of their McKinney-Vento rights. Campus counselors will make families aware of community resources that will allow them the opportunity to meet their housing and social service needs. Through this awareness, parents will encourage their students to attend school on a regular basis and improve their academic success.

This program directly supports all three EPISD Board goals, which include increasing higher education and career readiness, minimizing graduation gaps and increasing student engagement for homeless population. The combination of all current EPISD's undertaking are determined to improve graduation rates, college career readiness, attendance and overall student performance while minimizing discipline interventions.

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**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: El Paso-071902

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

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**Schedule #6—Program Budget Summary**

County-district number or vendor ID: El Paso-071902

Amendment # (for amendments only):

Program authority: McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX, Part A, of the Every Student Succeeds Act (42 U.S.C. 11431 et seq.)

Grant period: September 1, 2018, to August 31, 2019

Fund code/shared services arrangement code: 206/295

**Budget Summary**

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$75,918.00	\$	\$75,918.00
Schedule #8	Professional and Contracted Services (6200)	6200	\$3,576.00	\$	\$3,576.00
Schedule #9	Supplies and Materials (6300)	6300	\$2,000.00	\$	\$2,000.00
Schedule #10	Other Operating Costs (6400)	6400	\$5,100.00	\$	\$5,100.00
Schedule #11	Capital Outlay (6600)	6600	\$1,900.00	\$	\$1,900.00
Total direct costs:			\$88,219.00	\$	\$88,219.00
Percentage% <u>indirect costs</u> (see note):			N/A	\$	
Grand total of budgeted costs (add all entries in each column):			<b>\$88,219.00</b>	<b>\$1,631</b>	<b>\$89,850.00</b>

**Shared Services Arrangement**

6493	Payments to member districts of shared services arrangements	\$	\$	\$
------	-----------------------------------------------------------------	----	----	----

**Administrative Cost Calculation**

Enter the total grant amount requested:	
Percentage limit on administrative costs established for the program (8%):	× .08
Multiply and round down to the nearest whole dollar. Enter the result.	
This is the maximum amount allowable for administrative costs, including indirect costs:	

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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By TEA staff person:



**Schedule #7—Payroll Costs (6100)**

County-district number or vendor ID: El Paso-071902

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
<b>Academic/Instructional</b>				
1	Teacher			\$
2	Educational aide			\$
3	Tutor			\$
<b>Program Management and Administration</b>				
4	Project director			\$
5	Project coordinator			\$
6	Teacher facilitator			\$
7	Teacher supervisor			\$
8	Secretary/administrative assistant			\$
9	Data entry clerk			\$
10	Grant accountant/bookkeeper			\$
11	Evaluator/evaluation specialist			\$
<b>Auxiliary</b>				
12	Counselor			\$
13	Social worker	1		\$63,080.00
14	Community liaison/parent coordinator			\$
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>				
15	ESC specialist/consultant			\$
16	ESC coordinator/manager/supervisor			\$
17	ESC support staff			\$
18	ESC other			\$
19	ESC other			\$
20	ESC other			\$
<b>Other Employee Positions</b>				
21	Title			\$
22	Title			\$
23	Title			\$
24	Subtotal employee costs:			\$
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>				
25	6112	Substitute pay		\$
26	6119	Professional staff extra-duty pay		\$
27	6121	Support staff extra-duty pay		\$
28	6140	Employee benefits		\$12,838.00
29	61XX	Tuition remission (IHEs only)		\$
30	Subtotal substitute, extra-duty, benefits costs			\$
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$75,918.00

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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By TEA staff person:

<b>Schedule #8—Professional and Contracted Services (6200)</b>		
County-district number or vendor ID: El Paso-071902		Amendment # (for amendments only):
<b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
<b>Professional and Contracted Services Requiring Specific Approval</b>		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	
	Specify purpose:	\$
<b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b>		\$
<b>Professional and Contracted Services</b>		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Homeless Management Information Services, User Agreement fee	\$900.00
2	Parental Engagement Conference Region 19	\$135.00
3	Leadership Training	\$2,541.00
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
<b>b. Subtotal of professional and contracted services:</b>		\$3,576.00
<b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		\$
<b>(Sum of lines a, b, and c) Grand total</b>		<b>\$3,576.00</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<b><u>Schedule #9—Supplies and Materials (6300)</u></b>		
County-District Number or Vendor ID: El Paso-071902		Amendment number (for amendments only):
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6300	Total supplies and materials that do not require specific approval:	\$2,000.00
<b>Grand total:</b>		<b>\$2,000.00</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<b>Schedule #10—Other Operating Costs (6400)</b>		
County-District Number or Vendor ID: El Paso-071902		Amendment number (for amendments only):
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$2,000.00
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$1,500.00
Subtotal other operating costs requiring specific approval:		\$3,500.00
Remaining 6400—Other operating costs that do not require specific approval:		\$1,600.00
<b>Grand total:</b>		<b>\$5,100.00</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<b>Schedule #11—Capital Outlay (6600)</b>				
County-District Number or Vendor ID: El Paso-071902			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
<b>6669—Library Books and Media (capitalized and controlled by library)</b>				
1		N/A	N/A	\$
<b>66XX—Computing Devices, capitalized</b>				
2	Laptop	1	\$1,500.00	\$1,500.00
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
<b>66XX—Software, capitalized</b>				
12	Adobe Software	1	\$125.00	\$125.00
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
<b>66XX—Equipment, furniture, or vehicles</b>				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>				
29				\$
<b>Grand total:</b>				<b>\$1,625.00</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: El Paso-071902

Amendment # (for amendments only):

**Part 1: Student Demographics of Population To Be Served With Grant Funds.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	44,405	71%	
Identified homeless students	933	1.5%	
Students identified homeless with a 5A Crisis Code	8	.01%	
Students identified homeless with a 5B Crisis Code	DNA	DNA	
Students identified homeless with a 5C Crisis Code	DNA	DNA	
Attendance rate for identified homeless students	NA	%	
Attendance rate for economically disadvantaged students	NA	%	

**Part 2: Students To Be Served With Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

**School Type:** ☒ Public ☐ Open-Enrollment Charter

**Students**

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
50	77	87	68	81	78	83	56	60	59	55	55	54	65	928

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: El Paso-071902

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

With the focus of three priority areas, EPISD conducted a comprehensive needs assessment targeted at identifying gaps in culture, climate, and instruction (service delivery). The assessment was done to gauge programmatic alignment with EPISD Strategic Priorities and Board goals.

This included a survey of counselors at elementary, middle, and high school, as well as high school Graduation Coaches to determine the top five needs of homeless students. Elementary and middle school counselors, as well as Graduation Coaches serve as campus homeless liaisons who directly support homeless students and unaccompanied youth.

Community partners, including shelters, youth street outreach staff, and the El Paso Coalition for the Homeless, were asked to identify the top five needs of homeless students through email and small group meetings. The results of all of the surveys and the small group discussions were then grouped and prioritized based on alignment with the District's strategic plan and direct impact on student and families needs and barriers.

The strategic plan also focused on removing barriers for homeless students and unaccompanied youth. To remove barriers, programmatic structures must prioritize community partners, student and family engagement, student attendance, social emotional learning, and ensuring college opportunity awareness.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: El Paso-071902

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	<b>Culture:</b> Increase awareness and coordination of community resources	The grant will address this need by hiring a social worker to coordinate services for the District including an annual agency fair for district staff to become familiar with local community resources and services. The social worker will also provide campus liaisons a brochure of community resources to provide to unaccompanied youth and parents/caregivers at the time of identification.
2.	<b>Culture:</b> Parental engagement opportunities for parents living in homeless situations.	The Social Worker will provide increased awareness of community resources to parents through a community resource brochure provided at the time of identification. The grant will also cover the registration fee for selected parents living in homeless situations to attend a local parent engagement conference.
3.	<b>Climate:</b> Identification of homeless students	The Social Worker will support campuses in identifying homeless students by providing one-to-one training for new campus liaisons on an on-going basis throughout the school year and by accessing the Homeless Management Information System (HMIS) to assist in verifying services for homeless students. The social worker will attend required trainings in addition to the National Association for Homeless Children and Youth annual conference
4.	<b>Climate:</b> <ul style="list-style-type: none"> <li>• Increase awareness of leadership and post-secondary opportunities for homeless students.</li> <li>• Remove barriers for homeless students and unaccompanied youth.</li> </ul>	The Social Worker will coordinate a post-secondary summit for identified homeless students with a community partner, and will pay for registration fees for students to attend leadership opportunities..
5.	<b>Instruction (Service Delivery):</b> Increase attendance for homeless students.	The Social Worker will provide hygiene kits to identified homeless students, and will purchase and distribute bus passes and tokens for unaccompanied youth and other homeless students and parents.

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**Schedule #14—Management Plan**

County-district number or vendor ID: El Paso-071902

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Social Worker	Bachelor's degree in Social Work Licensed in State of Texas as a LBSW Five years experience in social work, to include working with the homeless population.
2.	Director of Counseling and Advising	Master's Degree in Educational Psychology, Counseling, or related field Valid Texas Counselor Certification and Principal Certification Five years teaching experience Five years counseling experience in public school setting
3.		
4.		
5.		

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Awareness/Training to Respective Staff	1. Social Worker to present to campus principals of purpose of grant.	09/01/2018	10/30/2018
		2. Provide training to respective staff (clerks) in entering the proper coding data regarding students.	09/01/2018	08/31/2019
		3. Social Worker coordinates agency fair for community services.	09/01/2018	11/30/2018
		4. Social Worker finalizes most current Community Resource brochure	09/01/2018	12/31/2018
2.	Identification of Students	1. Ongoing: Social Worker and campus identify homeless students, social worker training, HMIS updates.	09/01/2018	08/30/2019
		2. Community collaborators address the needs of enrollment assistance for homeless students.	09/01/2018	08/31/2019
		5. National Association for Homeless Children and Youth Annual Conference	10/01/2018	11/30/2018
3.	Leadership Programs	1. Social Worker offers Leadership programs to homeless students and unaccompanied youth.	10/01/2018	05/31/2019
		2. Identify potential attendees	10/01/2018	12/31/2018
		3. Post Secondary Summit	02/01/2019	05/31/2019
4.	Increase Attendance	1. Social Worker purchases bus tokens to all homeless students in need.	10/01/2018	09/30/2019
		2. Coordinate with counselors and graduation coaches in purchasing the hygiene kits	11/01/2018	05/31/2019
		3. Distribution of hygiene kits to respective students.	12/01/2018	05/31/2019
5.	Parental Engagement Opportunities	1. Distribution of Community Resource brochure	01/01/2019	08/31/2019
		2. Identify potential parents/caregivers for parental engagement conference	09/01/2018	10/31/2018
		3. Parental engagement conference	11/01/2018	11/30/2018

**Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.**

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: El Paso-071902

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

When grant funded programs receive funding, EPISD's Fund and Partner Stewardship Department (FAPS) organizes an initial strategic planning meeting with the respective staff, including the Social Worker, Director of Counseling & Advising, TEAMS and PEIMS data coordinator, the Executive Director of Student and Family Empowerment, the Director of Student Parent Services and Budget and Finance Managers. This strategy meeting is used to review program goals, objectives, timelines, and identify departmental and district goals and responsibilities as they pertain to the successful and effective execution of the grant-funded program. This is the structure for the internal compliance and management of the grant funded program. Meetings take place quarterly to ensure that goals, objectives and timelines are being honored. During these quarterly meetings, strategies are negotiated to discuss necessary changes to guarantee successful program outcomes.

The Social Worker will conduct a meeting with community collaborators to share program details of the grant and assure community role and responsibilities. Additionally, the Social Worker will coordinate and distribute necessary information with campus leadership to ensure successful program outcomes. The Social Worker will attend counselor and Graduation Coaches meetings to discuss the necessary service deliverables that must be provided. Further, the Social Worker will provide materials, which outline services available to homeless students, and their families are entitled to. Ongoing programmatic training will take place on annual basis.

Should the application require revision or amendment, the FAPS department and Social Worker will coordinate any necessary revision. Upon completion of revising, FAPS and Social Worker will communicate any revisions with district and campus leadership and will arrange necessary meetings, trainings, or discussions to guarantee effective program management.

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you demonstrate a commitment to education for all homeless children and unaccompanied youth? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

EPISD currently is in its last year of the Texas Support for Homeless Education Program (TEXSHEP) program that provides funding and program activities geared to homeless students. In addition, the Department of Student Retention and Truancy Prevention received funding from the State of Texas, Office of Governor that assist in monitoring the attendance of at-risk students, including homelessness. Both grant funded programs, set out to provide specialized intervention plans for these students whether it be attendance or academic. Through these programs, the Social Worker is able to assess the needs of students. Through the provided intervention plans, the Social Worker works with the campus counselors, graduation coaches, and District Lead Counselors to ensure that an academic plan is done for the student in order to ensure that the child does not lose credit. The Social Worker meets with campus principals in arranging a transportation schedule for those homeless students that are in need of before and/or after school tutoring. Furthermore, Title I funds after-school tutoring at various local shelters within EPISD boundaries, tutors travel to assist students with their academic needs. Title I funds supports students in the transportation for school origin. These current funding programs allow the Social Worker to commit his/her efforts to ensuring that each homeless student is given the opportunity to succeed in the school.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: El Paso-071902

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Campus and Community Partners Feedback	1.	Counselors and graduation coaches complete survey regarding effectiveness of the services provided.
		2.	Campus counselors report academic and behavior progress.
		3.	Community Partners complete evaluation in response to the students benefiting from the services being offered.
2.	McKinney-Vento Service Referral Checklist	1.	Form will allow for the identification of the services that will need to be offered to the student
3.	PEIMS/TEAM S Data	1.	Software district of TEAMS to be used to track attendance of target population
		2.	Software district of PEIMS to be used to track attendance of target population
4.	Student Feedback Surveys	1.	Survey to complete if students are benefiting from the program and if needs are being addressed. (To be complete in Senior survey.)
		2.	Evaluation of leadership and post secondary summit
5.	Monthly meetings with District FAPS Compliance Office	1.	Evaluation of the responses from surveys/evaluation to measure effectiveness of the program
		2.	Meetings will allow milestones are being met and that the grant is in compliance with funding agency.

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In order to ensure that the all data collected is being collected and coincides with the reporting deadline, the following process will be implemented for each of the methods: 1) Campus and Community Partners Feedback: Campuses with homeless students will be given a survey quarterly. The survey will be given to counselors to evaluate the program effectiveness, the growth/ improvement of the student (academic, behavior, and attendance). The campus principal and counselor will be given the opportunity to address any challenges that they are facing in accommodating their homeless student. 2) Community Partners will also be given an evaluation quarterly. The evaluation will evaluate the students response to services being offered, when applicable. The evaluation will provide the opportunity for the Social Worker to determine if expansion of services is necessary. 3) McKinney-Vento Service Referral Checklist: The referral checklist will be given to campus counselors and will be submitted to the Social Worker during mid-year reviews. The referral checklist will outline the necessary needs for the students and align them with the appropriate community partner/service provider, when needed. 4) PEIMS/TEAMS Data: In the initial "kick-off" meeting, the PEIMS and TEAMS data coordinators will be notified of data deadlines and will include the measures that will be analyzed. TEAMS data will be requested on a bi-monthly basis and will include the number of students being identified as homeless to ensure alignment with the data provided by campuses. In addition, attendance data will be analyzed to determine if an intervention plan is necessary, the Social Worker will work with the Student Retention and Truancy Prevention Department to accommodate the student. PEIMS data will be requested on a quarterly basis and analyzed. The data being requested from PEIMS should align with the TEAMS data that is being requested on a bi-monthly basis. 5) Student Feedback Surveys: Students will be given a survey to evaluate the leadership program and post-secondary summit that is being offered throughout the year. Social Worker will request feedback on improvements students feel are needed to address needs. 6) Monthly meetings FAPS: Social Worker will work with the FAPS Department to review collected data. Identified problems will be addressed and reviewed by Social Worker and FAPS. Changes and modification to program delivery will be based on a determination of need, best practices and programmatic success (allowable by funding agency).

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: El Paso-071902

Amendment # (for amendments only):

**Statutory Requirement 1:** Describe the services and program that will be provided to address the identified needs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Activity Description	Estimated # to Participate	General Location and Position Responsible for Completing	Documentary Evidence and Position Responsible for Collecting Evidence	Related Need(s) (from Schedule 13)
Opening Doors to Your Future a post-secondary event for homeless students	40	Social Worker University or college campus	Social Worker will collect evaluations from the participating students, transportation requests, sign-in sheets, emails	4
City bus tokens and passes for school of origin transportation	20	Social Worker Campuses, District office	Social Worker will collect purchase order, invoices, emails, tracking forms	5
Hygiene kits	100	Social Worker Campuses, District office	Social Worker will collect purchase orders, invoices, emails, tracking forms	5
Homeless Management Information System (HMIS)	20	Social Worker District office	Social Worker will collect purchase order, invoices, emails, tracking forms	5
Provide leadership training opportunities for homeless students through contracted services and registration fee costs.	20	Social Worker Campuses	Social Worker will collect evaluations from the participating students, transportation requests, sign-in sheets, emails	4
Professional Development: Social Worker will attend the required conference in TX	1	Social Worker Conference Site	Social Worker will collect purchase order, invoice, conference agenda, emails	3
Professional Development: Social Worker to attend the National Alliance for the Education of Homeless Children and Youth annual conference	1	Social Worker Conference Site	Social Worker will collect purchase order, invoice, conference agenda, emails	3
Agency Fair for District staff	50	Social Worker District Facilities	Social Worker will collect emails, flyer, sign-in sheets, evaluations, tracking forms	1
Parental Engagement Activity	3	Social Worker Conference Site (\$45 per parent)	Social Worker will collect purchase order, agenda, emails, and tracking forms	1,2

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: El Paso-071902

Amendment # (for amendments only):

**Statutory Requirement 2a:** Identify collaborators from other state and local agencies that serve homeless children and unaccompanied youth and describe the collaborative activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	LEA/ESC or Community Collaborator (Do not list personal names. Only list names of departments or organizations)	Brief Description of Collaborative Activities
Ex. 1:	National Honor Society at ABC HS	Provides weekend snack packs once per week for elementary students
Ex. 2:	Interfaith Ministries	Provides new blankets for homeless children and provides vouchers for shoes at local stores.
1.	El Paso Coalition for the Homeless (EPCH)	Collaboration and support with agencies. EPCH is area's continuum of care agency.
2.	Child Crisis Center of El Paso	Children emergency shelter ages 0-13
3.	El Paso Center for Children	Counseling for the STAR program, emergency shelter for youth, street outreach and education
4.	The Salvation Army Red Shield Family Shelter	Provide temporary shelter for homeless families and individuals, job referrals, housing, and daycare referrals for residents. Rapid rehousing and homeless prevention services for non-residents
5.	Center Against Sexual and Family Violence	Working with the homeless population specifically with survivors or sexual assault, domestic violence, and human trafficking.
6.	Rotary Club of West El Paso	The Rotary Club will work with the Homeless Liaison to procure and distribute \$5,000 worth of backpacks, school supplies, and uniforms to students living in homeless situations.
7.	Desert Mountain AHEC/Texas Tech University Health Science Center El Paso	Opening Doors to Your Future, a post secondary summit for homeless youth provides motivation for the students to attend and complete high school and awareness of the post-secondary process.
8.	PEIMS Support Services	Identification of homeless students through reports and PEIMS Clearance, opportunities to train PEIMS Clerks and Registrars
9.	Transportation	The Transportation Dept. will collaborate with the Social Worker to provide transportation for homeless students as policy and program allow.
10.	Student & Parent Services	Identification and enrollment of homeless students and joint trainings of campus and District staff on policies and enrollment procedures.
11.	Focus on Children and Families	Work with identified families for on-site therapeutic support
12.		
13.		
14.		
15.		

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: El Paso-071902

Amendment # (for amendments only):

**Statutory Requirement 2b:** Describe how the proposed use of funds will facilitate the identification, enrollment, and educational success of homeless children and unaccompanied youth. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The identification and enrollment of homeless students and unaccompanied youth is performed at the campus level on an on-going basis. The continuous efforts of campus counselors and graduation coaches, allows the proposed funds to serve these students by making available the necessary means or services as outlined in the proposed project. In addition, the educational services offered by the district ( Dual Language, High school options, etc...) will create the opportunity for homeless and unaccompanied youth to feel engage and challenged in school, while removing barriers which have historically limited their opportunities for success.

**Statutory Requirement 2c:** Describe the extent to which the applicant will promote the meaningful involvement of parents or guardians of homeless children and the youth in the education of their children. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

At the District level, the Social Worker will provide an update Community Resource brochure for campuses to distribute to homeless families. The Department of Student and Family Empowerment will work with the Social Worker and provide information on events geared toward parents.

From the Campus-level, counselors and other identified staff (i.e. Graduation Coaches) will notify the parents of their McKinney-Vento rights. Campus counselors will make families aware of community resources that will allow them the opportunity to meet their housing and social service needs. Through this awareness, parents will encourage their students to attend school on a regular basis and improve their academic success.

**Statutory Requirement 2d:** Describe the extent to which homeless children and unaccompanied youth will be integrated into the regular education program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

EPISD has open enrollment for all its students. All students, including homeless are given the opportunity to enroll in a campus that addresses their needs. The district has implemented a district-wide Dual Language initiative. This program is open to all students including English Language Learners (ELLs), where they receive instruction in Spanish half-day and English half-day. In addition, if a homeless students chooses to attend a school located in Northeast or Southside, students are given the opportunity attend after-school enrichment programs. When a student is transitioning from middle school to high school, all students (including homeless), are given the opportunity to attend high school option programs such as New Tech, International Baccalaureate, Medical programs, Engineering, and/or technical programs. No students, especially homeless are discouraged in pursuing option high schools.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: El Paso-071902

Amendment # (for amendments only):

**Statutory Requirement 3a:** Describe the process for the development and preparation of the LEA's plan for coordinating services for eligible homeless children and unaccompanied youth using Title I, Part A reservations/set-asides. In the chart, include the actual set-aside for 2016–2017 and the planned set-aside for 2017–2018. For applicants applying as a SSA, provide set-asides for each LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Social Worker collaborates with Budget External Funding Management (BEFM) staff annually to ensure coordination of services for eligible homeless children and unaccompanied youth using Title I, Part A reservations/set-asides. The Social Worker oversees the daily use of control accounts that the campuses may access to provide uniforms or emergency clothing, school supplies, and transportation for tutoring at school. The Social Worker is an approver of the purchases made by the campuses, and BEFM staff reviews and approves the purchases

	Reservation/Set-Aside Amount	Use/Activities
Actual Set-Aside for 2016–2017	\$700,814.18	Tutoring services, tutoring supplies, transportation home from tutoring provided at campus, emergency clothing and uniforms, backpacks, and supplies and school of origin transportation.
Planned Set-Aside for 2017–2018	\$487,216.00	Tutoring services, tutoring supplies, transportation home from tutoring provided at campus, emergency clothing and uniforms, backpacks, and supplies and school of origin transportation.

**Statutory Requirement 3b:** How does the LEA determine its reservation/set-aside amount, how does the LEA assist staff in understanding the LEA's policy/procedure to support homeless students using these funds, and how does the LEA address the needs of homeless students in the Campus Improvement Plan? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Title I Part A, reservation/set-aside amount is determined based on the needs of the homeless students and the historical expenditures. Staff is trained on policy and procedures to support homeless students using the reservation/set-aside funds during Financial Management training on an annual basis. BEFM work directly with staff to develop and review relevant policy and procedures, and monitor the implementation throughout the school year. The needs of homeless students are addressed through the District Improvement Plan by providing assistance with uniforms or emergency clothing, school supplies, tutors and program materials that serve students in shelter settings, transportation to tutoring at school. Staff communicate on an ongoing basis and meet periodically to ensure the needs are being met, and adapt resources as needed. It is a required component to address the needs of students living in homeless situations through the Campus Improvement Plan. The campuses address the specific needs identified based on the campus needs assessment.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: El Paso-071902	Amendment # (for amendments only):
<b>Statutory Requirement 4:</b> Indicate if the applicant has current policies and procedures and their applicable revision date. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.	
Required Policies and Procedures	Current Policy/Procedure (Indicate Yes or No)
<b>School Selection:</b> Each homeless child and unaccompanied youth has a right to remain at his or her school of origin or to attend any school that serves students who live in the attendance area in which the child or unaccompanied youth is living. State law also permits homeless children and youth to attend any school district in Texas (TEC Sect. 25.001(5)).	Yes
<b>Enrollment:</b> Homeless children and unaccompanied youth must be enrolled immediately and may not be denied or delayed enrollment due to the lack of any documentation normally required for enrollment.	Yes
<b>Transportation:</b> Shall be provided to and from the school of origin for a homeless child or unaccompanied youth, when requested by the parent, guardian, or unaccompanied youth.	Yes
<b>Services:</b> Homeless children and unaccompanied youth must receive services comparable to services offered to other students.	Yes
<b>Disputes:</b> If a dispute arises over eligibility, school selections, or enrollment; the homeless child or unaccompanied youth shall be the school in which the parent, guardian or unaccompanied youth seeks enrollment pending resolution of the dispute. Do you have a Dispute Resolution Policy?	Yes
<b>Free meals:</b> Homeless children and unaccompanied youth are categorically eligible for free meals from the date of enrollment.	Yes
<b>Title I:</b> Homeless children and unaccompanied youth are categorically eligible for Title I coordinated services, regardless of what school they attend.	Yes
<b>Training:</b> Liaisons conduct professional development to improve identification, heighten awareness, and capacity to respond to the specific needs of homeless students and unaccompanied youth to the following LEA and school staff at least once a year: assistant superintendents, principals, assistant principals, federal program administrators, registrars, school secretaries, school counselors, school social workers, bus drivers, cafeteria workers, school nurses and teachers.	Yes
<b>Coordination:</b> Liaisons shall coordinate and provide referrals to medical, housing, public and private service providers; to support the education of homeless and unaccompanied homeless youth.	Yes
<b>Pre-School:</b> Homeless children have access to enrollment in LEA-based prekindergarten programs in accordance with TEC 29.153.	Yes
<b>Transition to Higher Education:</b> Liaisons shall coordinate individualized academic counseling services to prepare unaccompanied youth for college and career; including but not limited to, providing verification of their independent status for post-secondary applications; college visits; financial aid; on-campus support services; etc.	Yes

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: El Paso-071902

Amendment # (for amendments only):

**TEA Program Requirement 1:** Describe the process or procedures that are utilized to identify and/or enroll homeless students and unaccompanied youth who: (a) are entering and/or returning to their schools from summer or holiday break, (b) become homeless after the school year has started, (c) are not currently enrolled or attending school, and (d) are eligible for early childhood and/or prekindergarten programs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Social Worker participates in meetings throughout the year with the El Paso Coalition for the Homeless and its member agencies, which creates awareness of the duties of the District's Social Worker. In addition, the El Paso Coalition for the Homeless facilitates meetings regularly with the school districts and agencies to discuss identification, enrollment, and services to students experiencing homelessness. Through various meetings with the El Paso Coalition for the Homeless, the Social Worker is able to inform service providers and advocate for collaboration in identifying and enrolling students. The meetings include large group general membership meetings and small group planning meetings with shelter and/or agency staff. For the identification for individual students, the Social Worker is also able to access the Homeless Management Information System (HMIS) through the El Paso Coalition for the Homeless network of shelters to identify if they are currently receiving housing or services from agencies in the continuum of care which utilize HMIS. EPISD's Student Retention and Truancy Prevention Department currently operates under a state funded grant, which identifies at-risk populations (homeless, pregnancy, foster, and primary income earners), and seek to assist in re-engaging at-risk students improving attendance and working towards satisfactory academic participation and completion. At the campus level, counselors and graduation coaches identified students who are homeless throughout the year. The reporting is primarily done by self-reporting. Campus counselors are responsible in identifying homeless students from grades Pre-Kindergarten to 12<sup>th</sup> grade. Counselors may also become aware of students that may be living in homeless situations through referrals from teachers, other campus staff, members of Parent Teacher Associations, and shelter staff. Each campus identifies students that have not enrolled for the new school year and has at least one identified person that attempts to locate the student and encourages them to return. Campus counselors collaborate with PEIMS clerks to identify homeless students and through Child Find.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: El Paso-071902

Amendment # (for amendments only):

**TEA Program Requirement 2:** Describe the training and professional development that are in place to assist with the identification, enrollment, and increased capacity to respond to the specific educational needs of homeless children and unaccompanied youth, including for: (a) administrative, instructional, and support staff; and (b) service providers and/or community collaborators. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Staff trainings occur at the beginning of the year and continue throughout the year in various formats: one-to-one, small group, or large group. The training may be conducted in person or via electronic delivery methods. The Social Worker may also provide training, if needed. The identification procedures, record keeping, services, community resources, and dispute resolution process are also reviewed. The Social Worker attends Principal meetings, Graduation Coaches, Focus on Children and Families, and Counselor meetings to provide updates and answer questions. In addition, the Social Worker has provided campus counselors and graduation coaches an awareness presentation that is required to be provided to all campus staff and administration.

For service providers and/or community collaborators, the rights and services provided to students and parents under the McKinney-Vento Act are covered. Through various meetings with the El Paso Coalition for the Homeless, the Social Worker is able to inform service providers of the role of the Homeless Liaison, and advocate for collaboration in identifying and enrolling students. The meetings include large group general membership meetings, and small group meetings with shelter and/or agency staff.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: El Paso-071902

Amendment # (for amendments only):

**TEA Program Requirement 3:** Describe how early interventions and ongoing progress monitoring will be implemented to address the academic needs of homeless children and youth. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

District leadership encourages campuses to provide ongoing early intervention plans for all students, including homeless and unaccompanied youth. These intervention plans address the academic needs, behavior interventions, attendance and truancy plans. Districtwide coordination to provide intervention and support to monitor the progress of the students is an ongoing process. For academic interventions, campus counselors, teacher(s), and administrative meet regularly to discuss the necessary interventions to improve a student's academic performance. The intervention plans are the following:

- Response to Interventions (RTI) - Teachers use the process that will assist in identifying students struggling with a skill or lesson (RTI Network, 2018). RTIs must include a detailed specialized intervention plan that will accommodate the student. RTIs are done on a monthly basis.
- Admission, Review and Dismissal (ARD) - Is a meeting where a teachers, parents and administrative staff meet and help to determine whether or not a "student is eligible for special education and develops the Individualized Education Program for eligible students," (Navigate Life Texas, 2018).
- Individualized Education Plan (IEP) - Address each child's unique learning issues and include specific educational goals. It is a legally binding document. The school must provide everything it promises in the IEP," (Understood.org, 2018). IEPs are done on an annual basis.

In addition, EPISD campuses provide additional intervention such as computing aiding instruction, one-to-one tutoring, and group tutoring. Each academic intervention plan must be specialized and detailed. Data must be included in plans in order to monitor growth. Academic intervention plans help encourage all students, including homeless, participation in the classroom.

EPISD Student and Family Empowerment has implemented Positive Behavioral Interventions Supports (PBIS), which is "an evidence-based framework in developing positive behavior in [all] campus[es]," (Northeast Foundation for Children, 2009). PBIS is highly encouraged at the campuses to be used and implemented in the teachers' classroom. The districtwide initiative of Social Emotional Learning (SEL) has also been strongly supported and has created healthy individuals and schools. SEL has been integrated in campus curriculum, classroom protocols and has been used to transform the school culture. Campus teachers, counselors, and if needed assistant principals or principals monitor the behavior of all students, including homeless students. Through the promotion of healthy individuals, healthy schools, and positive behavior in campuses, homeless students are given the confidence they need to attend school.

The Student Retention and Truancy Prevention Department perform attendance and truancy intervention plans. As mentioned earlier, this department received funds from the State of Texas, Office of Governor that allows them to monitor the attendance of at-risk students, including homeless students. Homeless students who are absent two or more in a three week period, an Intervention plans is initiated by the case manager. The case managers monitoring the attendance of the homeless students must notify the campus counselor and the Social Worker. The case manager provides a 45-day intervention plan that will provide homeless students the opportunity to recover in loss of credit. Also, if case manager notices that additional services (i.e. mental health) is needed for the student, the case manager will refer the student to appropriate services. Providing early intervention in attendance will allow the opportunity for homeless students to continue attending school and increase their attendance. Homeless students will be encouraged to complete and graduate from high school. This program directly supports all three EPISD Board goals, which include increasing higher education and career readiness, minimizing graduation gaps and increasing student engagement for homeless population. The combination of all current EPISD's undertaking are determined to improve graduation rates, college career readiness, attendance and overall student performance while minimizing discipline interventions.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: El Paso-071902

Amendment # (for amendments only):

**TEA Program Requirement 4:** Describe the procedures in place to review, monitor, and implement academic support services to ensure secondary homeless students are on track for grade-level promotion, graduation, and college and career readiness. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Social Worker will work with the Director of Counseling & Advising, the District Lead Counselor and the Supplemental Support Counselors that oversee Graduation Coaches to review, monitor, and implement academic support services to ensure homeless students are on track for grade-level promotion, graduation, and college and career readiness. This will be accomplished through review of policies and procedures and information will be included in training and procedure manuals. Activities will be monitored through Counselor Procedures and Objectives (CPO) and through at-risk intervention tracking logs, which will specifically address these areas for homeless students, and through various campus and district reports. The CPO is monitored by the Lead Counselor's to ensure compliance with the activities. The Lead Counselor for high schools, and the Supplemental Support Counselor that oversees Graduation Coaches at the high school level will assist the Social Worker in determining if audits are needed for these activities and will assist in completing the audits. The Lead Counselor and Supplemental Support Counselor will work with high schools that have "Go Centers" to ensure they are aware of the academic support services that are available. Based on campus data required scholarships and post-secondary placement; EPISD's Accountability, Strategy, Assessment and PEIMS (ASAP) will follow and monitor all post-secondary activity, progress and conditions. Through this monitoring ASAP will provide feedback, progress reports and suggestions on how to improve and sustain program efficacy.

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**Schedule #18—Equitable Access and Participation**

County-District Number or Vendor ID: El Paso-071902

Amendment number (for amendments only):

**No Barriers**

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gender-Specific Bias**

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Cultural, Linguistic, or Economic Diversity**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: El Paso-071902

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: El Paso-071902

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: El Paso-071902

Amendment number (for amendments only):

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: El Paso-071902

Amendment number (for amendments only):

**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Truancy**

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: El Paso-071902

Amendment number (for amendments only):

**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: El Paso-071902

Amendment number (for amendments only):

**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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